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Axmedov Ikboljon Ilxomovich
English language teacher.
World languages department.
Kokand University
i.ahmedov@kokanduni.uz

INTERNATIONAL CORPORATION TO ENHANCE THE KNOWLEDGE OF UNDERGRADUATES USING ADVANCES IN TECHNOLOGY

ANNOTATION: *The purpose of this article is to use the advances in technology in educational setting on a broader level.*
KEY WORDS: *Linguistic change, planning challenges, international corporation, partner universities, monthly assessment.*

Introduction

A new era of language planning began after World War II. Although language policy and language planning are frequently used interchangeably, there are significant variations between the two. Language planning is the responsibility of the government in order to promote systematic linguistic change. The linguistic policy is a set of ideas, laws, regulations, rules, and practices that try to achieve the desired language shift. Only until such a policy has been established can a true planning review be carried out (Rubin, 1971).

It can be challenging to practice language planning. Goals for resolving language planning challenges may be incompatible, especially when viewed from the perspectives of dominant and minority languages (Baldauf & Kaplan, 2003; Kaplan & Baldauf, 1997). According to Brutt-Griffler (2002), English's growing dominance as a world language began at the end of the colonial period. A language belongs to a collection of nations rather than a single country.

The years that students spend pursuing a bachelor's degree are critical in helping them prepare themselves for a bright future. In a country like ours, where Russian is widely spoken as a second language, it may take some time for younger generations to learn English as fluently as native speakers. The scenario is reported to be progressing faster than before, with numerous opportunities available. All of this, in my opinion, would be improved if students were given the opportunity to practice their language and professional expertise with peers from other countries who speak English as a native language and are eager to learn from outsiders' perspectives from different parts of the globe.

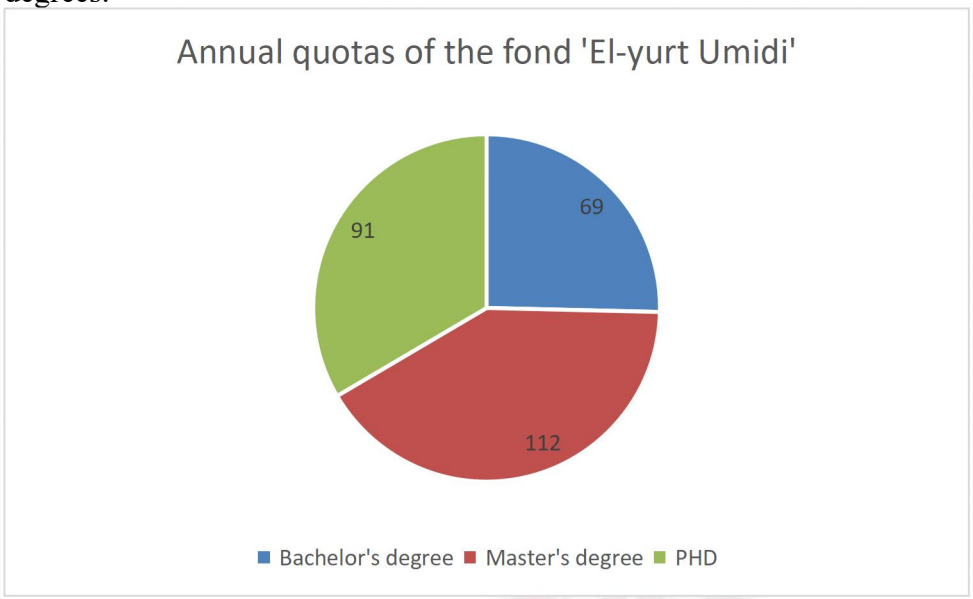
According to Yusuf (2008), no single recipe for international cooperation is clearly preferable, but looking at a variety of experiences might help to emphasize the benefits of specific intermediary procedures while also exposing some of their weaknesses. This will undoubtedly draw greater attention to the areas where and when new adjustments are required to improve the proposal.

Small languages (or small numbers of language users) require active participation on the local level, which might be difficult to coordinate at the national level (Liddicoat & Baldauf, 2008). The whole point of DJ Kaiser's "growing our own onion" is to improve teachers in order to modify a country's language learning process. My concentration, on the other hand, is on children who require further assistance, rather than on a single teacher's greatest possible options.

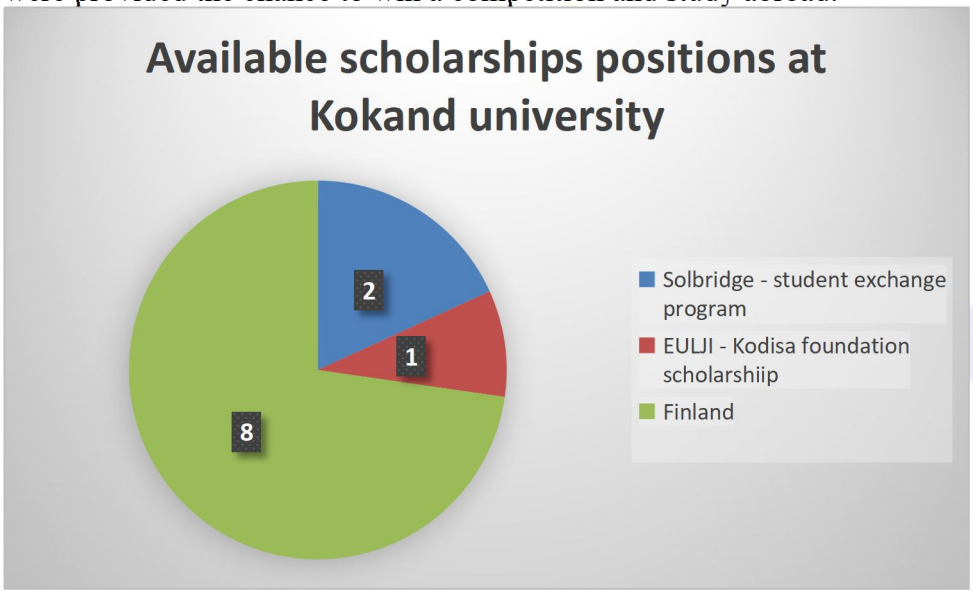
This is where the proposal becomes valid and practical since there are not many ways students can manage to have in order to improve their language and professional skills on a native language base. Those that are available in Uzbekistan are a few only, one of which is

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the fund “El-yurt Umidi”. In Figure 1 below we can see quotas for different educational degrees.



As it can be seen the number of spots for bachelor's degree students is 69 which is divided into three since this number belongs to 3 intakes a year. This results in 23 students from the whole country getting a chance to win it. It has to be said that this is not many. If we look at the chosen education setting for this project Kokand University, which opened in 2019 and has been setting high ambitions towards its future including an international corporation, still lacks to provide such opportunities as well. Figure 2 shows the number of students whom were provided the chance to win a competition and study abroad.



As you can see, there are three active available scholarships but the total number is still small 11. This brings us to think of ways to provide a native-speaking environment where students get the chance to practice their majors in the English language and become better professionals in their chosen fields in the future.

Content description

This concept allows students with a sufficient degree of English proficiency to participate in weekly online sessions using platforms like Zoom. The minimum English language proficiency would be B2 CEFR level and according to achievements of the freshman year, the overall GPA should be 3.4. A national university and its international partner universities can

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establish this knowledge exchange initiative. For this to be implemented at the state level, I believe a two-phase approach is required. In the Fergana region of Uzbekistan, in the city of Kokand, I work at Kokand University. The phase could be held at this location because they place a high priority on students' academic achievements, which makes the process move more smoothly. As I previously indicated, the first step is to select students who are capable of successfully communicating in English sufficiently to discuss matters relevant to their profession. This plan can be expanded to encompass the entire institution or other institutions with comparable qualities, such as having firm memorandums with international universities, based on the first year's results.

The eligible local students would be presented a syllabus for the program, which includes a list of topics to be prepared and discussed during the process, assessment descriptions and rubrics for them, information about their coordinator with this or her contact details, and the policies need to be included to make the project successful.

On the other hand, we must not forget the possible benefits for overseas students for sparing time for such extra activities besides their own courses' requirements. They would be offered two distinct advantages from this program. For one, they will also have what the local students have, which is exchanging knowledge on various topics related to their chosen majors. The second benefit will be the additional stipend they will receive for their efforts.

Goals and objectives

Education is not dependent on theory, and practice is more valuable than ever if it is based on real-world issues and practitioners' most up-to-date perspectives. As a result of this approach, kids will have a natural command of the English language and will be better prepared for a future in which hurdles such as understanding a foreign language to collaborate with people from other nations can be overcome. Second, theories must be put into practice in order to fulfill today's demands, and addressing themes from a global perspective can undoubtedly help students raise their knowledge level to the top of the world's rankings. These bring us to the goal of this project which is to create a native-like environment for students to become better professionals. Moreover, to name a few main objectives for this project, it could be said that the participants will gain fluency in English, will receive different perspectives of overseas students on their field on topics, will practice gathering data on various topics, and as well as analyzing them to bring valid arguments.

Inventory and reallocation of the resources

This plan only needs a few arrangements to become official and operational. Many higher education institutions now own separate rooms equipped with computers and internet connections. The following tasks can be achieved by those computers: creating schedules that do not interfere with the student's ongoing studies, organizing meetings with their peers, such as twice a week to meet and have peer lessons, the sessions should be one-on-one so that we can see progress more quickly. What is more, is that a printer would also be very needed to perform practices whether to print out gathered resources to prepare for the sessions or to print out their western works.

Target language features

Here a combination of the four macro skills of language can be engaged and applied and practiced actively. Collecting data and analysis of them, and writing outlines, summaries, annotated bibliographies, writing proposals according to them would surely benefit the learners' writing skills indeed. This cannot be done with reading strategies and techniques to help them grasp what they read by using metacognitive skills. Excessive reading would also bring learners to connect the language more and application of the resources would become more meaningful and native-like. Those two skills would be followed by listening and speaking which are the crucial constituents of any conversation or discussion. Fluency is going to be one of the first features we will observe when this proposal is pilots. This means

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that once a student talks and discusses topics with a native speaker peer twice a week, he or she soon forgets about language worries and starts to prepare for the topic they discuss.

When it comes to assessment, both formative and summative approaches would fit the process well. As it was mentioned above, a coordinator will be an instructor for participants of 10 to 2 students and he or she will be responsible for assessing the learners' progress through monthly written reports. Those reports will contain outlines and summaries of the sessions. The reports will be gathered and filed by the coordinator and will be used during the summative assessment.

Now the summative assessment will be at the end of each semester and it would be an oral presentation of what has been learned in the last 4 months. A committee of coordinators and other staff members such as the faculty dean and so on would also be present on the day to evaluate the condition of the project.

Actors

There are at least 4 actors to be considered here: a local university, a foreign university that signed a memorandum with the local university, students of the two universities studying the same fields. Zhao and Baldauf (2008) suggested that there are 4 types of individual actors' agencies: people with power, people with expertise, people with influence, and people with interest. This notion alone can assist in making the proposal make successful and worthy. The benefits of the program to the above 4 actors are obvious in many ways, but here there is one more actor worth mentioning. That would be the parents of the local students. Working extra, trying harder to manage the university curricula, as well as this proposal's schedule, can be time-consuming and at the same time hardworking. This would keep the participants from being with their families and support them throughout the process. Moreover, they will also not be able to successfully complete the mission without the encouragement of their families for the efforts they are willing to take to be more promising experts in their fields.

Funding

Funding can be easily managed by the local host university. Since there is already enough possible inventory at the establishment, the remaining two payments would be to the program coordinators and to students overseas. As coordinators, the EFL teachers of the university can be employed and paid extra for their work. As for the students who will be willing to participate in this program overseas, a certain amount of money will be motivating to encourage them to involve in the situation more actively. Approximate funding details are put in the following Figure 3.

	Monthly	Total amount per year (8 months)
EFL teacher	$200	$1800
Oversea student	$400	$3600
Overall amount		$5400

Suggested timeline

This program is assumed to work best if sophomore year students participate in this when they have their first year to gain basic education in their chosen field. This program is supposed to provide assistance for the students till the end of their junior year. In general, this project can include three phrases:

Phase 1: selection period. This would the month of September of sophomore year. Throughout the month the applicants will be checked for their language and professional eligibilities.

Phase 2: starting from October to May. The participants will be assessed monthly and twice more at the end of the 2 semesters they study.

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Phase 3: those who showed improvements based on their participation in the program, will resume in the program and have another year of the same opportunity again starting from October to May of the academic year.

Conclusion

At times when the number of quotas of grants that offer exchange knowledge is limited, not having enough native speakers as professional instructors in the classrooms, we can take a step back and start the action from a lower level where students assist each other. Only in this case, students come from different backgrounds since they are from different countries of the world to practice their professional knowledge. Projects such as these will indeed be turning points in the education system of our country where everyone including the president is doing everything they can in order to have better knowledgeable citizens to make the country more prosperous.

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